

# Texas Education Agency Standard Application System (SAS)

## 2014–2016 Educator Excellence Innovation Program

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here: <div style="writing-mode: vertical-rl; transform: rotate(180deg);">           Received            Texas Education Agency            2014 JUN 22 PM 4:28            Document Control Center         </div>
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	
<b>Submittal information:</b>	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin TX 78701-1494         </div>	
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name Raymondville ISD	Vendor ID # 746001950	Mailing address line 1 419 FM 3168	
Mailing address line 2	City Raymondville	State TX	ZIP Code 78580
County- District # 245-903	Campus number and name	ESC Region # 1	US Congressional District # 34
		DUNS # 100076322	

**Primary Contact**

First name SantaPaula	M.I. G	Last name Garcia	Title Director of Curriculum & Inst.
Telephone # 956-689-8175 X4123	Email address <a href="mailto:garciasp@raymondvilleisd.org">garciasp@raymondvilleisd.org</a>		FAX # 956-689-8186

**Secondary Contact**

First name Yolanda	M.I.	Last name Alexander	Title Assistant to C & I
Telephone # 956-689-8174	Email address <a href="mailto:alexandery@raymondvilleisd.org">alexandery@raymondvilleisd.org</a>		FAX # 956-689-8186

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name Johnny	M.I. I	Last name Pineda	Title Superintendent
Telephone # 956-689-8176	Email address <a href="mailto:jpineda@raymondvilleisd.org">jpineda@raymondvilleisd.org</a>		FAX # 956-689-0201
Signature (blue ink preferred)			Date signed

*Only the legally responsible party may sign this application.*

1-20-14

**Schedule #1--General Information (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Raymondville Independent School District (RISD) is one of four school districts located in Willacy County, an "in-between" type of community with a population of 11,200. The city is about 45 miles away from the closest city in Deep South Texas, but the geography and demographics makes it feel like a world away for many of our families. Less than 60% of adults hold a high school degree and only 6% have a Bachelor degree. The city of Raymondville has the highest poverty rate among all of the nation's metropolitan and micropolitan areas with 39.4% of Raymondville residents living below the federal poverty line. Three adult detention centers are the main employers in the city.

The city's demographics and geography does not allow the RISD to be competitive in its teacher selection and retention. RISD competes for top talent not only with surrounding school districts but also with the entire region. Larger districts win out with their ability to offer more competitive pay, bonuses, professional development and equipment, inevitably win out. Many teachers start in our district as a way to build their resume, but eventually move on to have a shorter commute and higher pay, resulting in a huge talent drain. Furthermore, retaining our most qualified teachers is also challenging. Many with more experience or specialized degrees will seek larger systems to pursue a different career pathway or professional opportunities that are limited in a smaller setting.

The Texas Academic Performance Report for 2012-13 indicates that the percentage of beginning teachers in RISD is 3% higher than the state average. Every year RISD hires 23-30 new teachers without a customized approach to ensure a successful transition to the classroom. Teachers with 20 years of experience make up 23% of our teacher force. The reality of an extreme teacher shortage in the next three to five years is of grave concern due to the student population we serve. 94% of our students are identified as economically disadvantaged with over 60% at high risk. If we fail to address the issue of attracting the best candidates to our classrooms we will be unable to fulfill the mission and vision of ALL children having the academic background to make it TO AND THROUGH COLLEGE.

Despite the grim demographics and social economic realities in our community we are committed to investing in our children and have made definite gains in establishing a culture of college readiness and success. Currently 87% of our Senior students have completed **Apply Texas** and the goal is to reach 100% by March of their senior year. 72% of the senior class has attempted the SAT or ACT and students have already accumulated \$48,000 in scholarships. This is a huge accomplishment when most of our families are living on \$12,000 a year or less. We continue to invest in Dual Credit and certificate programs with 20% of junior and seniors participating at the local community college and four year institution.

Our current hiring process can be described as functional but not visionary or innovative. We currently do not have a designated individual to guide a high level recruiting and hiring campaign. Our candidate pool is limited to the advertising we carry on through the regional service center job board and word of mouth. Our vision is to supplement our limited Human Resource office with the creation of a Human Asset Division to oversee the employee process in five strategic areas: 1) Recruiting and hiring; 2) Induction and Mentoring; 3) Evaluation; 4) Professional Development and Career Pathways; and 5) Strategic Compensation and Retention. We realize that to build on programs like dual credit, certificates and endorsement in the STEM areas, and a strong dual language foundation at the elementary level, we need a passionate teacher force who have high expectations for their students and see themselves as community partners.

In the last two years we have built partnerships with organizations like Teach for America and Texas A&M University-Kingsville to learn about teacher recruitment and how to strengthen our existing teacher force to build a strong dual credit program. We plan to use some of the lessons learned and deepen those partnerships in this next phase by creating a systematic approach to our human capital needs. The creation of a Human Asset Division for our county would allow our school district to meet the following Instructional goals in a shorter time span: a) increase by 50% the number of students participating in dual credit courses; b) raise overall achievement of scores by 20% in core content areas; c) increase to 100% the number of 3rd – 8th grade students who will participate in a STEM program component; and d) retain 90% of teachers identified as highly effective and qualified as identified by the teacher evaluation system. We will accomplish these goals by ensuring that all new teachers: 1) Participate in the New Teacher Academy and have 1:1 Instructional coaching throughout the academic year; 2) Generate a two-path teacher career ladder to retain our best and brightest as master teachers or teachers of teachers; and 3) Establish and maintain a competitive pay scale to engage qualified and effective teachers to build STEM courses, dual credit program and bi-literacy.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To carry out this vision we will need a group of individuals that will be able to manage the project and lead in the coordinating, coaching, mentoring and facilitating of structures and systems to support identified teachers. The Human Asset Division will consist of one Director to supervise all logistics, operations, leadership development and supervision of two Instructional Coaches (ICs) and one Technology Facilitator (TF). The ICs will be mainly responsible for supporting new teachers by developing a summer teacher academy, developing and delivering monthly teacher sessions that are responsive to classroom needs and providing 1:1 coaching based on observation patterns. The instructional technologist will support teachers in the implementation of new and relevant technology applications and tools. The immediate outcomes will include: 1) A new teacher academy and instructional coaching structure to support novice teachers and ensure all students are successful; 2) A teacher leadership program to ensure teachers see themselves as leaders and explore pathways that fit with professional goals and aspirations; and 3) STEM Academies to increase the number of 3rd – 8th grade students who consider themselves proficient in this area.

The Director and team will continue to build on our strong partnerships with existing organizations like Teach for America (TFA). TFA has perfected a teacher recruiting and selection model along with extensive tools and resources for training and mentoring novice teachers. ICs will also learn best instructional coaching strategies by examining the TFA coaching approach as well as participating in local and national coaching academies to improve the induction and mentoring program of all novice teachers.

The TF will recruit, train and place tech-savvy individuals into the schools as interns where they will spend the year empowering teachers, students, and community members. The goal of the program is to maximize hands-on training and shared knowledge to form a strong base of technology knowledge and integration throughout our schools, but even more so, to work closely with a core group of lead teachers who become experts in Web 2.0 technology and integration. This group of leaders becomes the driving force for continued growth in technology implementation after the completion of the program. Through a combination of focused training over the course of the program and continued virtual support and collaboration from TAMUK after completion of the program, these teachers are empowered to continue technology training, integration, and growth within their schools in the future.

One of the most relevant aspects of the initiative is the focus on teacher career pathways. We will be able to give teachers the ability to participate in a tier approach to professional growth and development. The first tier will consist of novice teachers, with 0-3 years of experience, in need of coaching and mentoring in order to be successful in the classroom. Experienced teachers will be able to select from two distinct pathways that will allow them to specialize as master teachers or teachers of teachers. Both pathways will include the opportunity to obtain a M.Ed., in their content, and based on their aspirations they will be eligible to teach advanced or dual credit courses, or acquire the skills and knowledge to lead and mentor adults as department chairs or deans. TAMUK has already committed to developing a M.Ed. program that is content specific for half of the course requirements and the other half can be tailored to the needs of the adult learner.

Currently we are piloting The National Institute for Excellence in Teaching (NIET) evaluation program at the high school and the Director will coordinate and supplement the evaluation tool with Marzano's Teacher Evaluation components to include teacher feedback and development. Perfecting the evaluation tool for teachers will be an invaluable resource as a corresponding merit bonus scale is set in place to retain the teachers that are identified as "high performing". The Marzano Teacher Evaluation tool would help us customize the professional development for teachers to allow for the evaluation of practice and data, in real time, to adjust instruction for at-risk populations. This approach would supplement our current use of Professional Learning Communities (PLCs) already in place at most of our schools which are being led by campus leaders.

Raymondville ISD sees the EEIP as an opportunity to expedite the vision of ALL children having the academic background to make it TO AND THROUGH COLLEGE. In order to make this a reality we need to ensure that we select, support and maintain the right teacher in every single one of our classrooms. EEIP will grant us the capacity to not only retain the best, but will ensure that compensation is competitive while we build a reputable dual credit option for all students. Our goal and vision is to increase the number of Hispanic males and females continuing to postsecondary, specifically in the STEM fields.

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# Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 245-903				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$741,050	\$	\$741,050	\$741,050	\$	\$741,050	\$741,050
Schedule #8	Professional and Contracted Services (6200)	6200	\$70,000	\$	\$70,000	\$70,000	\$	\$70,000	\$70,000
Schedule #9	Supplies and Materials (6300)	6300	\$99,709	\$	\$99,709	\$99,709	\$	\$99,709	\$99,709
Schedule #10	Other Operating Costs (6400)	6400	\$7,500	\$	\$7,500	\$7,500	\$	\$7,500	\$7,500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	\$
Total direct costs:			\$918,209	\$	\$918,209	\$918,209	\$	\$918,209	\$918,209
Percentage% indirect costs (see note):			N/A	\$55,000	\$55,000	N/A	\$55,000	\$55,000	\$55,000
Grand total of budgeted costs (add all entries in each column):			\$918,209	\$55,000	\$973,209	\$918,209	\$55,000	\$973,209	\$973,209
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$918,209			\$918,209			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$91,820			\$91,820			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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# Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 245-903			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>					
1	Teacher	9	53	\$405,000	\$405,000
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director	1		\$80,000	\$80,000
5	Project coordinator			\$	\$
6	Teacher facilitator	2		\$124,000	\$124,000
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant				
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist				
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
15	Technology Facilitator	1		\$55,000	\$55,000
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$664,000	\$664,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay		\$22200	\$22200
20	6119	Professional staff extra-duty pay		\$12200	\$12200
21	6121	Support staff extra-duty pay		\$	\$
22	6140	Employee benefits		\$42650	\$42650
23	61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$77,050	\$77,050
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			\$741,050	\$741,050

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Specify purpose:			
6299	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:				
<b>Professional Services, Contracted Services, or Subgrants Less Than \$10,000</b>				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Leadership Training and Facilitation for Master Teachers Leadership Retreat	<input type="checkbox"/>	\$8000	\$8000
2	Teacher best practices and approaches for New Teacher Academy	<input type="checkbox"/>	\$8000	\$8000
3	Presentation Zen practices for office of Human Asset Division	<input type="checkbox"/>	\$5000	\$5000
4	Technology integration in the classroom setting for New Teachers and Staff	<input type="checkbox"/>	\$8000	\$8000
5	Best organization practices and approaches for Master Teachers and Staff	<input type="checkbox"/>	\$5000	\$5000
6	Content specific PD for new elementary teachers in literacy and math	<input type="checkbox"/>	\$6000	\$6000
7	Content specific PD for new secondary teachers by content	<input type="checkbox"/>	\$8000	\$8000
8	Content specific PD for Master Teachers	<input type="checkbox"/>	\$8000	\$8000
9	Content specific PD in Spanish for ELL teachers	<input type="checkbox"/>	\$5000	\$5000
10	Program Evaluator	<input type="checkbox"/>	\$9000	\$9000
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$70000	\$70000
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000</b>				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
<b>Contractor's Cost Breakdown of Service to Be Provided</b>			<b>Year 1</b>	<b>Year 2</b>
1	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			\$	\$

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 245-903

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 245-903		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	Year 1
			Year 2
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	Year 1
			Year 2
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	Year 1
			Year 2
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$70000	\$70000
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$70,000	\$70,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 245-903

Amendment number (for amendments only):

**Expense Item Description**

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Tablets	Technology for participating teachers to record and view lessons	66	\$399	\$99,709	\$99,709
	2	Desktop Computes	Equipment for Human Assets Personnel	4	\$1400		
	3	Printers	Printers for participating teachers to share by school	5	\$355		
	4	Laptops	Computers for teacher use in development of lessons	66	\$1000		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$	\$
Grand total:						\$99,709	\$99,709

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 245-903		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$5000	\$5000
	Specify purpose: Instructional coaching conference to build skill set for Staff		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$1500	\$1500
	Specify purpose: Participate in coaching conferences with grant staff		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$1000	\$1000
	Specify purpose: Recruiting materials for teacher and other job fairs		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
<b>Grand total:</b>		<b>\$7500</b>	<b>\$7500</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 245-903

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>				
Category	Number	Percentage	Category	Percentage
African American	8	0.37%	Attendance rate	93.6%
Hispanic	2114	98.19%	Annual dropout rate (Gr 9-12)	1.2%
White	26	1.21%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	65%
Asian	2	0.09%	TAKS commended 2011 performance, all tests (sum of all grades tested)	4%
Economically disadvantaged	2053	93.00%	Students taking the ACT and/or SAT	75.7%
Limited English proficient (LEP)	167	8.00%	Average SAT score (number value, not a percentage)	1149
Disciplinary placements	62	2.5%	Average ACT score (number value, not a percentage)	15.7

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	2	1.2%
Hispanic	137	82.5%	Bachelor's degree	146	88%
White	26	15.7%	Master's degree	17	10%
Asian	2	1.2%	Doctorate	0	0%
1-5 years exp.	32.1	19.3%	Avg. salary, 1-5 years exp.	39,412	N/A
6-10 years exp.	28.0	16.9%	Avg. salary, 6-10 years exp.	40,429	N/A
11-20 years exp.	50.3	30.3%	Avg. salary, 11-20 years exp.	48,464	N/A
Over 20 years exp.	37.6	22.7%	Avg. salary, over 20 years exp.	54,957	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	24	65	65	85	85	85	85	120	120	120	120	120	120	120	1269
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	3	3	4	4	4	4	5	5	5	5	5	5	5	62
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To identify the needs of our district we engage with relevant and timely data. The Texas Academic Performance report provides a year at a glance information on the general strengths and weaknesses of the district. Surveys of the School Board, teachers and community are also collected and evaluated. The needs analysis process begins at the campus and the information is summarized and synthesized at the central level by the District Instructional Committee (DIC).

The 2012-13 report indicates that although we met standard, there is a need across our schools in the area of writing across the curriculum, math, and the academic achievement of special populations like ELL and special education. Furthermore, the data indicates that our college readiness standards and number of DAP graduates decreased over a one year span. The data collected from surveys supports quantitative data which indicates that we need to have a stronger focus on college readiness, STEM programs and higher achievement in academics, particularly with subpopulations considered at-risk.

Based on the gathering of the data and the identification of the needs we prioritized the tasks or activities that will allow the district to close the gaps. Based on data from the 2012-13 school year we identified five areas as priorities: 1) increase achievement of ELL learners by 7%; 2) increase achievement of students with special needs; 3) support and monitor teachers in the implementation of writing across the curriculum with technology integration thereby increasing the scores in writing across the curriculum by 10%; 4) Increase dual credit courses by 10%; 5) research and create an action plan for STEM implementation in the 2013-14 school year. A systematic professional development approach to coach all campus leaders on the timely use of data analysis to inform instruction was introduced with a clear professional development and application plan to address the areas of need. All principals have received the necessary training to support their teachers on how to best reach and ensure all students are learning. Principals are asked to not only review student data on a three week marker but are also developing intervention plans to address the students' needs in real time. We have adopted the motto on time, on grade level, NO EXCUSES!

To accompany the growth of the campus leaders, we established a comprehensive professional development plan for teachers in content and pedagogy for ELL and special education. Teacher that serve these populations have attended sessions that enhance their theoretical knowledge of how to best reach these type of learners along with coaching and support on the best strategies to implement while planning and delivering instruction. In the process of completing the professional development we realized that our teachers needed onsite support. Instructional coaching and mentoring will be the best strategy to allow them to grow and reflect on their practice.

As we build teacher knowledge and awareness we have also engaged with the community by hosting parent meetings to discuss academic achievement, expectations of their children's academic goals on their achievement and use of technology at home to support learning. We have gone beyond the walls of the academic building and are currently engaged in presentations at city hall, public library and chambers of commerce around academic expectations, the importance of attending school and literacy. We continue to focus on the five priorities previously identified, monitor student progress closely, adapt our PLC based on student need and adjust as needed. We are getting better at developing transparency and rapport with the community so that they not only have awareness of our needs but become partners in identifying solutions to meet the goals of all students being able to get to and through college.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase achievement of ELL learners.	The majority of teachers serving ELL and Special Needs students are novice teachers (0-3 years of experience). A New Teacher Academy that is five days in lengths and gives new teachers an overview of goal setting, planning and effective instructional delivery would best prepare them for the challenges of the classroom. They would also be paired up with an instructional coach and mentor that would support their practice throughout the year. New teachers would also convene monthly as a cohort to participate in a PLC that combines problems of practice with best strategies for teaching and learning.
2.	Increase achievement of Sp. Ed. Learners.	Same as above
3.	Support and monitor teachers in the implementation of writing across the curriculum with technology integration.	The Technology Facilitator would be able to provide on-site real time training for the integration of technology to increase students' fluency in writing. The Facilitator would also assist in the planning and delivery of lessons as well as providing feedback on how to improve practice. The work of the Facilitator will parallel the strategy used by the instructional coaches.
4.	Increase dual credit courses.	In order to offer more dual credit courses we have to increase the number of teachers with a masters' degree in the content being taught. The EEIP would allow us to develop teachers on this pathway while building on their pedagogy through an innovative program design by Texas A&M University – Kingsville specifically to address this need. After three semester teachers could start teaching DC courses pending the completion of their program.
5.	Research and create an action plan for STEM implementation in the 2013-14 school year.	Due to the location of our district we need to have a differentiated bonus and salary schedule to attract teachers that would be able to lead students in the STEM fields. We hope to establish an aggressive recruitment campaign to attract top candidates in the engineering, math and science fields. The New Teacher Academy, along with the established support structures could be used as marketing tools as we build this program.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Human Assets	M.Ed., MBA or similar degree. Teaching experience and school leadership required. Experience coaching leaders to develop and manage stakeholders to meet goals highly preferred.
2.	Instructional Coach - Secondary	Bachelor's degree or master's with teacher certification in secondary setting. Proven track record of personally achieving success and of leading others. At least three years of full-time teaching experience. Preferred teacher leadership or administrative experience.
3.	Technology Facilitator	Master's degree highly preferred in instructional technology. Proven track record of personally achieving success and of leading others. Background in education a plus, but not required.
4.	Instructional Coach - Elementary	Bachelor's degree or master's with teacher certification in elementary setting. Proven track record of personally achieving success and of leading others. At least three years of full-time teaching experience. Preferred teacher leadership or administrative experience.
5.	Leadership Consultant	Master's, Ed.D., or PhD. Degree. School-based leadership experience such as principal, assistant principal or dean. Min. two years school leadership experience, including successful instruction for students below grade level and proven track record of achieving success and of leading others.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Attract "highly qualified" teachers	1. Develop recruitment & selection model	5/01/14	6/1/14
		2. Schedule visits to job fairs	04/04/14	07/30/14
		3. Develop content of New Teacher Academy	5/1/14	6/25/14
		4. Deliver content for New Teacher Academy	8/18/14	08/22/14
		5. Develop coaching rubric and schedule	8/1/14	9/5/14
2.	Increase by 50% student participation in dual credit courses	1. Meetings with Texas A&M for logistics and prep.	05/1/14	8/30/16
		2. Develop selection criteria for participating teachers	6/1/14	7/31/14
		3. Identify and select teachers for M.Ed. program	8/1/14	12/12/14
		4. Plan and develop content for leadership retreats (2)	9/1/14	11/30/14
		5. Schedule and deliver 1 <sup>st</sup> retreat with expectations	1/15/14	5/30/14
3.	Increase academic achievement on STARR/EOC	1. Present overview of coaching rubric and schedule	9/1/14	5/30/16
		2. IC and TF begin coaching cycle with New Teachers	9/15/14	6/30/16
		3. Plan and develop content for monthly step-backs	9/15/14	12/30/14
		4. Launch initial monthly step-back with New Teachers	9/15/14	8/30/16
		5. Collect feedback on coaching from all teachers	9/15/14	8/30/16
4.	100% Participation on STEM Program	1. Planning meeting with Texas A&M re: interns	5/1/14	8/30/14
		2. Develop rubric and selection for intern program	5/1/14	8/30/16
		3. Convene committee to adopt STEM plan and needs	5/1/14	8/30/16
		4. Roll out STEM plan to leaders and solicit feedback	5/1/14	8/30/16
		5. Roll out STEM plan to teachers for launch	8/1/14	8/30/16
5.	Retain highly qualified teachers	1. Conduct needs analysis on pay differentiation	5/1/14	12/30/14
		2. Identify and share criteria for pay differentiation	5/1/14	12/30/14
		3. Identify qualified teachers for distribution	1/15/15	8/30/16
		4. Develop ad campaign with pay differentiation	1/15/15	8/30/16
		5. Recruitment and selection campaign	1/15/15	8/30/16

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raymondville ISD's improvement planning process develops the goals and objectives for the District through the District-level committee with the approval of the Board. The DEIC (District Educational Improvement Committee) is comprised of professional staff of the District, parents of students enrolled in the District, business representatives, and community members. This committee is responsible for establishing and reviewing the District's and campuses' educational goals, performance objectives and major classroom instructional programs. The District Educational Improvement Committee and the Superintendent will develop, evaluate and revise a District improvement plan annually. The plan includes a comprehensive needs assessment that evaluates the District and campuses attainment of goals and objectives.

Each campus has a site based committee comprised of professional staff, parents of students enrolled at the campus, business representatives, and community members. This committee also develops a campus improvement plan that is tied to district/campus goals and objectives. These plans are reviewed by campus site based committee members and are adjusted and changed when necessary to achieve goals and objectives set forth by the campus. Changes and adjustments are communicated through administrative/staff meetings, parent meetings, newsletters, district/campus websites and through the community newspaper.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EEIP grant would allow RISD to supplement and expand on existing practices at various levels. Currently we do not have a dedicated person to assist with recruitment and selection of teachers and the task is left to the principals. Having a dedicated staff member to assist in this process would allow us to perfect this process while developing a profile for the candidate we wish to attract. Furthermore, we would build on the existing academy we have for new teachers by adding a week and provide on-going support throughout the year on a timely basis. A dedicated group of instructional coaches (ICs) would ensure that new teachers are supported on a weekly basis and the needs of students are addressed in a timely manner. Such a support structure is not only desired by the new teachers but also highly needed by campus leaders who find they have inadequate time to support novice teachers in the way they need to be supported.

All of our schools have a teacher mentor and grade level leader structure to support all teacher and campus initiatives. The EEIP grant would also allow us to build on this current model by ensuring that Professional Learning Communities (PLCs) are conducted with fidelity and facilitated by a team member that has received intensive training on PLCs. Campus leaders have expressed their need for additional support when working with groups of teachers to analyze data and move forth on next steps. The ICs and technology facilitator would be able to assist by facilitating content and grade level team meetings, and by following up with individual teachers. Also, the teacher leaders would be able to build on their conceptual and theoretical knowledge by opting to participate in the masters programs that would run in coordination with Texas A&M University.

The EEIP grant is attractive to our district because it can be designed to expand and enhance existing practices. The general sense would not be that we are "supplanting" but supplementing and enhancing by providing content experts to support and work with teacher in real-time. Based on research with teacher and principal focus groups it was perceived that our teachers and leaders needed additional support to be effective in their roles but the size of our staff limits us in our current structure.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	New Teacher Academy survey and feedback.	1.	Sign-in sheets for participants
		2.	100% completion of session evaluations ( 5 point Likert Scale)
		3.	Masked open-ended questionnaire about program effectiveness
2.	Master Teacher survey and feedback collection.	1.	Sign-in sheets from Leadership Retreats
		2.	100% completion of session evaluations ( 5 point Likert Scale)
		3.	Masked open-ended questionnaire about program effectiveness
3.	Principal (campus leader) pre and post survey on effectiveness of instructional coaching	1.	100% completion of pre-survey and post survey with project goals
		2.	Masked written feedback on coaching effectiveness on teachers.
		3.	Masked collection of observed and written feedback from leaders to teachers.
4.	Teacher pre and post survey on effectiveness of instructional coaching.	1.	100% participation on instructional coach survey (5 point Likert Scale)
		2.	Masked written feedback on coaching effectiveness on teachers.
		3.	100% teachers placed on instructional effectiveness rubric
5.	Master Teacher program evaluation.	1.	100% participation on program effectiveness survey (5 point Likert Scale)
		2.	Masked written feedback on program effectiveness on teachers.
		3.	100% Teachers complete electronic portfolio of program experience

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to collecting data for the mandatory performance measures for required and preferred practices as listed by the EEIP, we will collect both qualitative and quantitative data to measure critical success factors and milestones for our objectives. Critical success factors for these objectives include comparing baseline STAAR scores and comparing them to current scores, number of dual credit courses taken each semester, STAAR scores and EOC scores in STEM subjects. Milestone data will also be collected. For the first 3 objectives the amount of teachers' onsite support will be determined by measuring the number of ICs hired, the amount of time the ICs spend with individual teachers and with PLCs, the number of tech savvy interns hired and the amount of time they spend with individual teachers. The success of objective 4 will be determined by the number of teachers hired with Master degrees that are able to teach dual credit courses, the number of teachers that are enrolled in Master programs. Milestone data for objective 5 will be measured the first year by the number of meetings held about the STEM Action Plan.

Standard data will consist of participants' attendance via sign-in sheets, and Likert Scale surveys of satisfaction with sessions, meetings and 1:1 services provided and distributed via an electronic platform. We will also solicit faculty and administrator responses from random qualitative open-ended questionnaires to ensure that the instructional program and support is done with fidelity and with the focus on student achievement. Each semester, focus groups will be held to explore the perceptions on school improvement of staff, teachers, administrators, and community. Both the oral and written information will be collected, analyzed for trends and shared with all stakeholders to ensure that adjustments are being made as needed and reflect student and teacher needs. We will collect baseline data for all participating teachers in five main areas: teacher attendance, student performance on STAAR, EOC exams of literacy and numeracy standards for grades K-2, attendance, and behavior referrals. After each data collection, it will be determined if previous goals and objectives were met. Subsequent to these findings, planning would be initiated to determine what needs to be addressed to meet unmet goals and objectives and/or set new goals for each of these areas. Process and monitoring tools will be shared along with a meeting calendar to convene and discuss data trends over the course of the year. The goal will be to generate a common system of metrics, analysis and execution at each of our five campuses as we strive to develop a coherent and common language around instruction.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

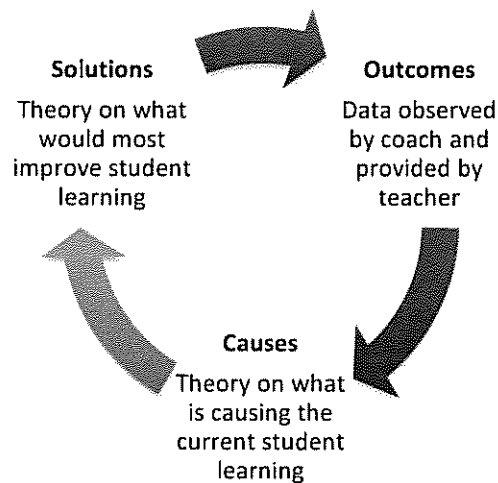
**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers are the greatest contributing factor to student achievement. We therefore have a responsibility as a learning community to support teaching in whatever way possible. Instructional coaching is the means by which we engage the adults in our learning community in continuous dialogue about our instructional practice and professional development. The purpose of instructional coaching is to provide individualized professional development support to all teachers as they work to serve their students. Instructional coaches (ICs) provide this support primarily by serving as a thought partner while looking at observational or student performance data.

The launch of the instructional coaching model will take place during the New Teacher Academy. At this time we will convene all novice and new teachers to the district (0-3 years of experience) to a week-long academy, replacing the one day we traditionally spend with new teachers, to explore the importance of vision and goal setting, planning with purpose and executing with the gradual release of learning model in mind. Each of the new teachers will be assigned an IC who will become their coach for the year along with a Mentor, a teacher from their campus that has been identified as a Master Teacher, and both the novice teacher and the mentor will be trained side-by-side on the expectations of the program during the summer academy.

The Master Teacher mentor will be identified in a selection process in which the teachers will indicate their interest to mentor and their desire to participate in one of two career pathways. Both pathways will include the completion of a M.Ed. program- one pathway will be to teach students with a specific content expertise or as a dual credit teacher, and the second to lead adults as mentors, chairs or deans on their campus. After the district selection process which will include an interview, portfolio and lesson delivery to simulate the experience of a novice teacher, Master Teachers will commit to participating as a cohort in the University program and complete their studies in a six semester cycle. For their participation in the Master Teacher Program teachers will be eligible for 80% tuition reimbursement and 100% of textbooks, a \$3000 stipend for serving as mentors and assisting in the New Teacher Academy summer program, and \$5000 for teaching dual credit courses at the secondary level.

The assigned Instructional coach will not only serve their assigned teachers on a weekly basis but will also develop touch points and ongoing PD for the Master Teachers. Master Teachers will also be expected to participate in two leadership retreats throughout the year where topics of relevance like adult learning theory, service leadership and best instructional practices will be shared and explored. Master Teacher and Novice Teachers will be trained on the following model to establish PLCs that address student needs in a real-time.



All of our schools have schedules that would facilitate the meeting between IC, Mentor Teacher and Novice Teacher. Common planning times are already part of our structure. Our focus would be developing common tools to capture data to conduct effective pre and post conference with teachers, along with best practices around the collection of observational data, objective in nature and based on student behaviors as these respond to teacher actions.

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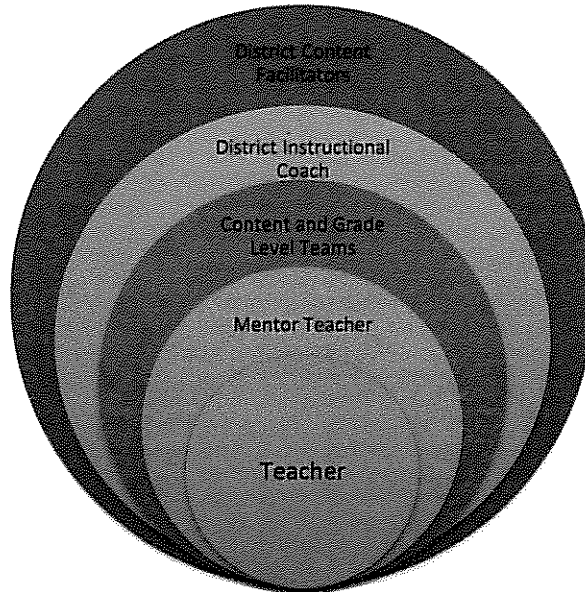


Additionally, support for each teacher will be layered, from the campus content team to the district IC and facilitators.

The first layer of professional support for every teacher will be his or her peers or their assigned Mentor. Content teams will explore vertical alignment and exchange content based instructional strategies. We use grade level teams to collaborate around unifying school culture and expectations, meeting individual student needs through differentiation, family outreach, etc.

The campus instructional coach serves as a thought partner for the teacher and the teachers on their team. Coaching will be delivered in the form of classroom observations, pre and post observation conferences, and conversations about student results on assignments or assessments, and collaboration during the planning process. The instructional coach will work closely with the district facilitators and the office of curriculum and instruction who serve as the content experts for each of our core courses.

This district team also works directly with our teachers after every interim assessment when each course gathers to share their collective insight while planning and adjusting their strategy based on the recent data. Each of the layers serves a slightly different aspect of teacher development and reflection in order to provide one cohesive support network for each of our teachers. The network is most effective in facilitating continuous improvement when teachers advocate for their own learning by reaching out to the people around them.



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**Schedule #16—Responses to Statutory Requirements**

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Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Formal coaching will come from the assigned instructional coach (IC) and will be supplemented by the assigned Master Teacher as well as the campus principal. The IC will provide the teacher with feedback on a biweekly basis on instructional practice. The instructional practice focus will be centered on the National Institute for Excellence in Teaching (NIET) observation template and supplemented by Marzano's teacher evaluation tool for Reflection on Teaching.

50% of our administrators have already been trained on the NIET rubric. The remaining administrators, along with the office that supports the initiative and all Master Teachers, will complete the training on the NIET and Marzano's rubric. The NIET has three domains: planning, environment and instruction. Each domain has a set of descriptors that use a three point rubric: significantly exceeds' expectations, at expectations, significantly below expectations. Another component of the NIET tool is the parallel score card which needs to be completed by the observer and the teacher being observed. Consequently the same tool can be used by evaluators and the coaches and mentors since a common language will be adopted to identify best classroom and professional practices.

Along with the NIET tool all individuals that coach, mentor and supervise teachers will receive training on Robert Marzano's teacher evaluation tool. Marzano's rubric consists of four domains but for our purpose we will only address domain 3 and 4: Reflecting on Teaching and Collegiality and Professionalism. These two areas are not addressed on the NIET tool but are needed to ensure that teachers adapt a reflective practice and also take responsibility for the impact they have on the culture of their classroom, team and school. Domain 3, Reflecting on Teaching, contains 5 elements. Domain 4, Collegiality and Professionalism contains 6 elements that include promoting a positive environment, promoting exchange of ideas and strategies, and promoting district and school development. Marzano's Teacher Evaluation tool measures on a four point scale that will be modified to be aligned with the three point scale of NIET.

All administrators, coaches and Master Teachers and Mentors will be trained on the following coaching cycle:

- **The Pre-Conference:** This is a 15-30 minute conversation between the teacher and coach. The conversation will have two components. First the coach will identify the areas that are being addressed by the coaching timeline and will be the reference point for the observation and feedback. Secondly the teacher will identify an area for growth or development that is based on the indicators of the NIET. The coach will explain the observation process and the tool that will be used along with a quick review of the rubric and the indicators that are desired.
- **The extended observation:** This observation will last 60 to 100% of the class period. During the observation the coach will note student behavior as a consequence of teacher actions. The coach may also collect evidence of learning by talking to students or collecting work samples during the duration of the class. The main focus is to collect objective data without being a distraction to the learning process.
- **The feedback conversation:** The classroom observation sets the stage for the dialogue that takes place after the observation. Together the coach and teacher discuss the observable outcomes that were agreed upon during the pre-conference. Together the teacher and coach will collaborate on next steps and share celebrations of instructional practice.
- **The data conversation:** The classroom observation is only part of the picture of student learning. We also look at how students are doing on formative and summative assessments to determine what is going really well in a classroom and what might be improved. The coach will also hold assessment data conversation at intermittent times to ensure that the teaching, qualitative and quantitative data match to the academic goals of the district and campus.
- **Trend data collection:** Coaches will also be asked to frequently "walk" the classrooms to develop snapshot to inform professional development offering and possible PLCs. The short, unannounced classroom visits will give a picture as to which practices are taking hold and which might need to be revisited or further developed with teachers.

The formal observation cycle will be completed with each of the Novice teachers every 10 days and a calendar will be developed to ensure that formal coaching sessions are conducted by the instructional coach. The expectation will be that the Master Teacher and Mentor completes at least one coaching cycle per semester for a total of two per year and that

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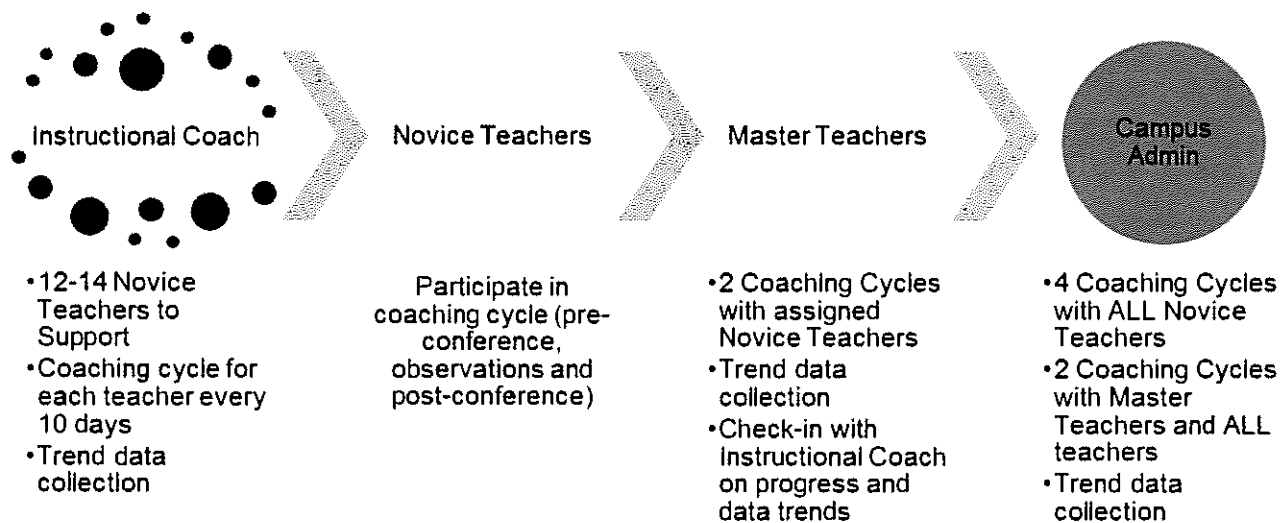
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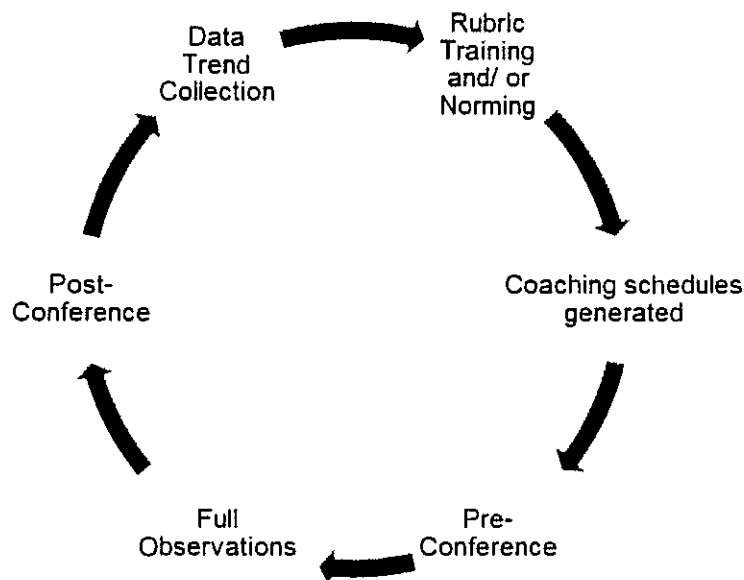
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all campus administrators complete 4 cycles for each novice teacher and 2 cycles for the participating teachers. Additionally, the district will set the expectation that all teachers participate in this cycle of coaching at least 2 times a year regardless of their participation on this initiative. The following graph reflects a breakdown of the coaching responsibilities for Novice Teachers, Master Teachers, Administrators and Instructional coach.



The following graph reflects the coaching model:



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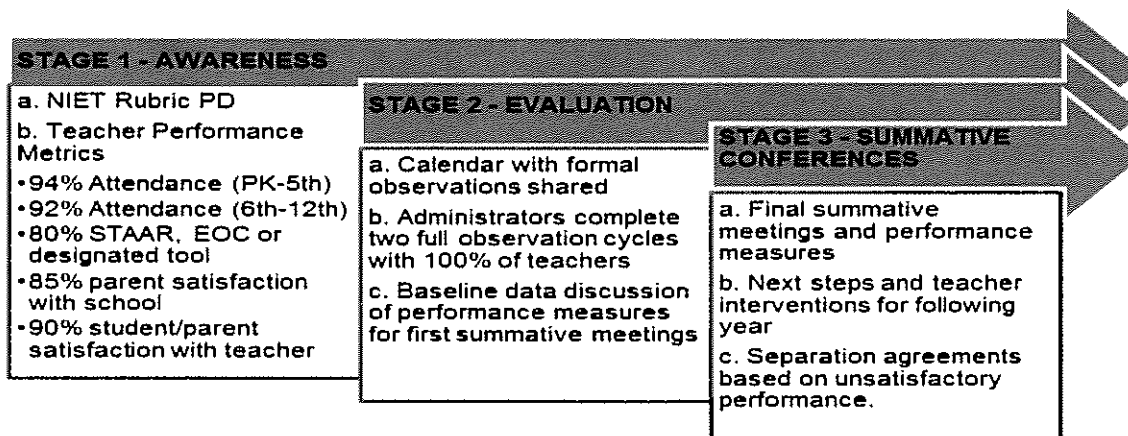
**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

RISD wants to ensure the EEIP grant allows us to develop a coherent approach to coach, mentor and evaluate teachers for the service of increasing student achievement. Our main goal will be to align the coaching rubric to the evaluation tool, to ensure teachers are not confused with the language, or expectations, on performance. The use of one coherent and common tool will ensure that RISD develops the capacity to train all stakeholders- coaches, facilitators, teachers, mentors and administrators - on one way to look and measure teacher effectiveness. The formal evaluation process for all teachers at RISD will consist of three stages: Awareness, Evaluation, and Final Conference. The graph below is a representation of the three stages

**AWARENESS**

The first step of awareness will consist of everyone being trained on the expectations of the NIET rubric. All staff will participate in extensive training to include exemplars, video and dialogue around the components of the tool. Teachers will receive goals for the year, along with expected performance metrics that will align to the vision of the district: ALL STUDENTS ON TIME, ON GRADE LEVEL TO MAKE IT TO AND THROUGH COLLEGE. Teacher performance will be tied to student attendance, academic achievement as measured by state assessments and parent/student satisfaction. In order to simplify the understanding around metrics the focus will be on STAAR and End of Course exams.

For grades PK-2<sup>nd</sup> RISD will identify early literacy indicators markers and a goal of 90% of student performing at a rate of 80%. Grades 3<sup>rd</sup>-8<sup>th</sup> the goal will be an average of 80% on STAAR, Level I or above, and the same for EOC exams. Teachers in non-STAAR or EOC subjects will utilize district generate exams and maintain the same standard of 80%. Academic achievement goals from the first year will then be adjusted to ensure that growth is reflected for the following year accordingly.

Additionally, parent and student satisfaction surveys will be conducted at the start of the year to acquire baseline data. A target of 85% satisfaction with the school, and 90% with the teacher, will be set along with strategy meeting to move the numbers if baseline data indicates schools, or teachers, are too far behind. Survey data will create awareness of the community's perception of the school, and the teachers, to adopt an immediate plan of action to address concerns. In 3rd-12th grade data will be gathered from students, via a web-based platform, and in grades Pk-2 we would solicit parent input, also via a web-based platform.

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**EVALUATION**

In the evaluation stage, RISD will utilize the National Institute for Excellence in Teaching (NIET) observation tool, along with Marzano's teacher evaluation tool for Reflection on Teaching. All campus administrators will complete the training on the NIET and Marzano's rubric and use in their formal evaluation of all teachers. The training process for all staff will be accelerated by the fact that 50% of our administrators have already been trained on the NIET rubric. In the first year of implementation the goal will be 75% of teachers meeting "At expectation", by the second formal observation scheduled for mid-Spring, and 15-25% to be at "Significantly Above Expectation".

The NIET observation rubric has three domains: planning, environment and instruction. Each domain has a set of descriptors that use a three point rubric: significantly above expectations, at expectations, significantly below expectations. The NIET tool also has a parallel score card that needs to be completed by the observer and the teacher being observed that is optional but would be a requirement in RISD.

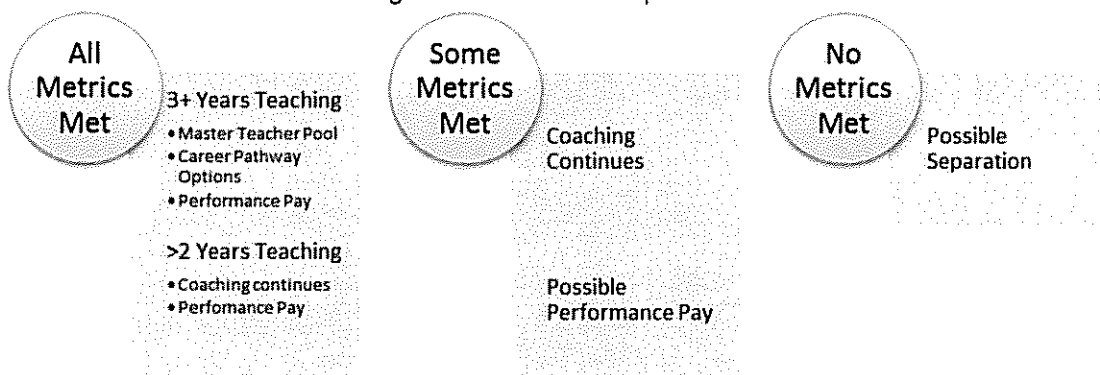
Campus administrators will be responsible for the final teacher evaluation. Campus administrators will receive ongoing feedback from the instructional coach on teachers' performance, specific and focused on how to build teacher's capacity to grow their knowledge and skillset. In contrast, observations from the Master Teacher, who serve as mentors to the Novice Teachers, will not be part of the formal evaluation. Impressions from Master Teachers will not be shared with evaluators, since it is important to protect the relationship between teacher and mentor as one of collegiality and peer support. Master Teachers' input will focus, and inform trend data, which can be used to inform the work of the instructional coach and campus leader when addressing professional needs.

Along with the NIET tool, all staff assigned to coach, mentor and supervise teachers will receive training on Marzano's teacher evaluation tool. Marzano's rubric consists of four domains, for our purpose we will only use domain 3, Reflecting on Teaching, and domain 4, Collegiality and Professionalism. NIET does not address these two areas but RISD has identified them as necessary to ensure that teachers adopt a reflective practice while assuming responsibility for the impact they have on the culture of their classroom, team and school. Domain 3, Reflecting on Teaching, contains 5 elements that are clustered under two broad themes- evaluating personal performance and developing and implementing a professional growth plan. Domain 4, Collegiality and Professionalisms contains 6 elements that include promoting a positive environment, promoting exchange of ideas and strategies, and promoting district and school development. Marzano's Teacher Evaluation tool uses a four-point scale that will be modified and aligned to the three-point scale of NIET.

**CONVERSATIONS**

Teachers will be frequently engaged in conversations about performance, set goals, and how best to mobilize existing resources to support classroom planning and delivery. In addition to the frequent coaching cycles conducted by the instructional coach and Master Teachers, the campus administrator will be tasked with conducting two formal observations per semester. The summative conversation will address performance measures and progress with all participating Novice and Master Teachers.

In the last semester of the academic year, teachers will have a final summative conversation with their evaluator. The campus administrator will use their own data, along with data collected from the instructional coach, to review the strengths and possible areas for growth for the teacher, along with recommendations for the following school year. One of the main priorities of the summative meetings will for teachers to receive information on their status, progress towards goals, and future with the district. The following chart informs some possible outcomes for the summative meetings.



RISD expects that with a clear, and consistent use, of an evaluation protocol we will be able to retain high performing teachers while reducing the number of low performers.

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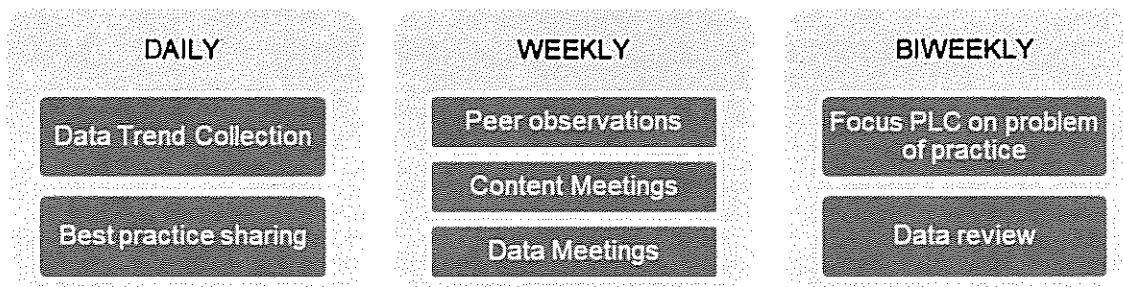
Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

100% of RISD schools will be participating in the EEIP initiative. Currently, all schools have schedules that allow for common planning and meeting time. At the elementary level teachers have common planning time and by design they convene three times a week to review timelines, lesson plan and look at student progress. At the secondary level, the schedule is design to allow teachers to meet in content and grade level teams. Secondary teachers meet two times per week to plan, conduct vertical alignment, and design assessments. Teachers use team planning time discuss progress made, along with student culture issues and incentives used for a common group of students whom they share.

The monies infused by EEIP will allow RISD to provide facilitators for the meetings, already taking place, to ensure that they run effectively and clear outcomes and goals are being measured and tracked. We will be able to provide extensive training on the use of Professional Learning Communities to run these meetings, data analysis and best meeting practices, by having an effective and knowledgeable facilitator in place. Additionally, we would be able to build the capacity of Master Teachers and Campus Administration on best facilitation strategies and leading adult learners towards ambitious goals.

With the assistance of an instructional coach and technology facilitator we will design a purposeful collaborative schedule where teachers come together to plan, conduct peer observation, and participate in protocols to build on best pedagogical strategies. The chart below illustrates the proposed plan of action for teachers to be able to collaborate and build on each other's strengths and knowledge.



Over the course of a typical week teachers will identify data to collect (sample work, writing papers, video clips of lesson taught, students working in groups) to share at the scheduled meetings with peers. Teachers will be expected to complete a 15-30 minute peer observation using a simple observation tool (what I see, hear and wonder about student learning) and debrief with the teacher observed face to face. The teachers will also be participating, a minimum of two times per week in a content meeting, to plan for upcoming lessons, and a data meeting, to review summative and/or formative data.

The scheduled meetings will serve as a platform to present data collected at the start of the week. Teachers will also know and have a schedule for PLC meetings that will take place every other week. The main focus of the PLC time will be to go deeper into the data and develop strategies to enable group of learners to meet all standards. The assigned instructional coach, technology facilitator, Master Teacher, or campus administrator, depending on the group of teachers and campus, will facilitate the meetings. All meeting facilitators will be trained on how to run effective PLCs and protocols to keep meetings focused and objective driven.

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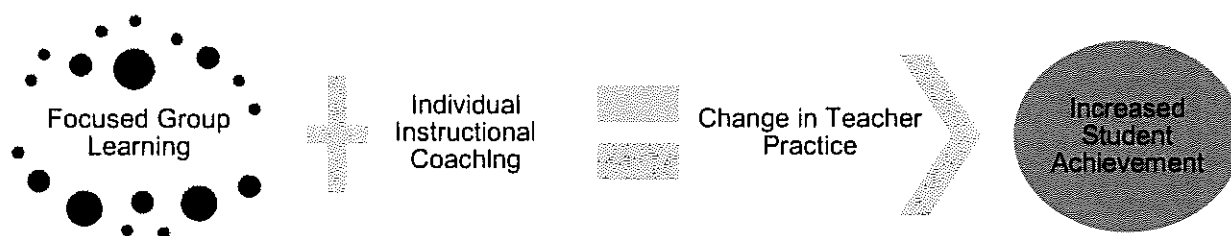
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Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

At RISD we have learned that a "drive-by" professional development approach is not effective. In his research, Guský (1991) found that professional development needs to reflect, and be presented as an individual process gradual and difficult in nature, but with embedded structures to ensure frequent feedback and support on the progress made by teachers. Consequently, a professional development provider, or coach, can have a significant influence on teacher practice during their one-on-one interactions. The instructional coaching approach to developing adult learners is one that has proven to be far lasting when compared to other forms of professional development models.

In RISD we propose a model of professional development that is guided by frequent teacher observations, and conversations, to build teacher capacity for the purpose of positively affecting student achievement. The observations, conducted by peers, instructional coaches, Mentor Teacher, and campus administrator will lead to focused learning, Individualized coaching and close monitoring of desired teacher behaviors and actions. Student data will be used to substantiate observations and to guide learning discussions. The graphic below shows the theory of action that would drive our professional focus.



Along with the adopted professional focus, RISD will institute a process to ensure that campuses maximize their faculty time to focus on professional development that is driven by trend data, as well as by student summative and formative data. Faculty meetings that currently take place on a bi-monthly basis will be redesigned to focus less on logistics and more on teacher learning and reflection of practice through the use of student work, lesson modeling, and viewing of video, generated in-house or acquired via Internet from such sources like the Teaching Channel and Resource for Better Teaching. The Internet platforms contain large volumes of video and resources that can immediately be used with teachers to reflect, plan and implement in their content. Teachers will commit to adopting common teaching practices that will be monitored by all school faculty.

Professional development activities will also be guided by teachers and their perceived needs. We anticipate that by promoting peer observation protocols that teachers will develop a sense of self-awareness around best practices that will in turn generate a need to learn from each other. The plan will incorporate already allocated team-planning time to facilitate the sharing of materials, resources, and strategies that have been proven effective in increasing student learning. One of the performance outcomes will be for teachers to improve their knowledge of content, along with their pedagogical strategies.

At RISD we hope to focus on the power of simplicity (Schmoker, 2011) by elevating the essentials to increase and improve student learning. Our drive will be to pay more attention to what we teach and how we teach to perfect a coherent way of delivery to ensure that all students are successful. In order to guarantee that all our teachers are effective we will need to closely monitor lesson delivery by checking for clear learning objectives, adequate demonstration of learning expectations, guided practice that is purposeful and incorporates frequent checks for understanding, along with mastery of the content. This simple process is always present in the classrooms of high performing teacher but seldom carried out by all teachers in a building. With EEIP we will have enough capacity to ensure that RISD adopts a culture of monitoring the "essentials" along with teacher self-efficacy to self-monitor and identify areas for development.

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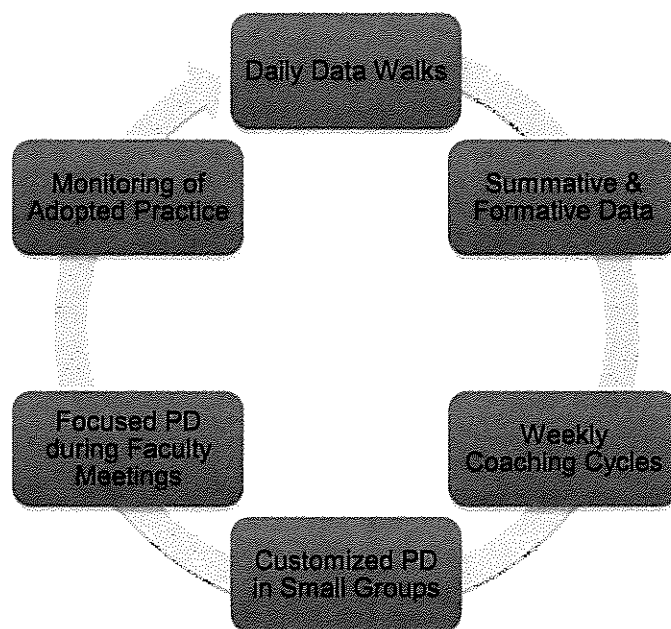
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The following graph represents the cycle that will be adopted to ensure that professional development opportunities are timely and reflective of teacher and student needs.



The final chart is a representation of who will lead the various activities to ensure that the recommended cycle is active and maximizes the expertise and skill set of the various members of the school community.

Data Walks	Formative and Summative Data	Weekly Coaching Cycles	Small Group PD	Faculty PD	Adopted Strategy Monitoring
Campus Leaders	All Teachers	ICs	ICs	Campus Leader	Campus Leaders
Instructional Coaches (ICs)				MT	ICs
Master Teachers (MT)	Campus Leaders	MT	MT	ICs	All Teachers

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**Schedule #16—Responses to Statutory Requirements**

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Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

RISD compensation plan will address market needs. RISD needs more teachers with masters of education in their content, as well as a differentiated pay structure that aligns student performance to teachers' pedagogical growth. The proposed three tier approach for career pathways will also be aligned to, and supplement, our current compensation structure. The 3 tiers would consist of Novice Teachers (0-3 years of experience) to the district and teachers with 3+ years of experience who will identify a pathway of their choice – to develop as master teachers of students OR to develop as master teachers with a focus on adult learning to lead adult learners. All participants, Novice and Master Teachers will, upon their commitment to the district and the initiative, will be eligible to receive an iPad and laptop that could become their own upon the completion of 3 years of service in the organization. This would be the first stage to the differentiation, since no other district currently has this as an option.

**COMPENSATION PLAN FOR NOVICE TEACHERS**

Novice teachers, upon signing, will be eligible for \$1500 at the completion of a week-long New Teacher Academy scheduled in August of 2014. They will also be eligible to receive additional monies based on their end of year evaluation, \$1500 for being "At Expectations" or \$2500 for "Significantly Above Expectations". Additionally, Novice Teachers will be eligible for an additional \$2500 for meeting all student achievement standards (attendance, performance and satisfaction surveys). If a novice teacher already had a M.Ed. degree, and are assigned to a dual credit course, they could be eligible for an additional \$5000, currently offered by RIAS. Novice Teachers to RISD will also be eligible to earn anywhere from \$3000 to \$11500 if they meet all the specified criteria, plus their own equipment at the completion of 3 years. The chart below reflects the earning potential of a Novice Teacher over a two year span.

Activity	Year 1	Year 2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Ipad + Laptop	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$1000
<input type="checkbox"/> New Teacher Academy	<input type="checkbox"/> \$1500	<input type="checkbox"/> \$1500
<input type="checkbox"/> At Expectations	<input type="checkbox"/> \$1500	<input type="checkbox"/> \$1500
<input type="checkbox"/> Significantly Above Expectations	<input type="checkbox"/> \$2500	<input type="checkbox"/> \$2500
<input type="checkbox"/> Student Achievement Metrics	<input type="checkbox"/> \$2500	<input type="checkbox"/> \$2500
<input type="checkbox"/> M.Ed. in content & teaching DC courses*	<input type="checkbox"/> \$5000	<input type="checkbox"/> \$5000
<input type="checkbox"/> Bilingual Assignment*	<input type="checkbox"/> \$1500	<input type="checkbox"/> \$1500
<input type="checkbox"/> TOTAL (potential)	<input type="checkbox"/> \$15,500	<input type="checkbox"/> \$15,500

\*Reflect stipends that are currently paid by the RISD for those teaching assignments.

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**COMPENSATION PLAN FOR MASTER TEACHERS**

The compensation structure for Master Teachers would also be differentiated to proactively retain our top performers. Master Teachers participating in the program will enroll in the M.Ed. degree at Texas A&M University-Kingsville and have 80% of their tuition reimbursed and 100% of textbooks covered. We believe that the cohort approach of the program will be most effective in ensuring that teachers are successful, and complete the program in the specified four-semester timeline. Master Teachers will be eligible for the \$1500 - \$2500 for meeting student performance markers, and an additional \$3000 for serving as Mentor Teachers and fulfilling obligations at the campus and district level in that capacity. Master Teachers will have the potential to earn additional \$4500 to \$14,000 plus the "perk" of being the designees for attempting new technology and serving as model classrooms for peer observations. The graphic that follows illustrates the earning differentiation for a Master Teacher.

Activity	Year 1	Year 2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Ipad + Laptop	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$1000
<input type="checkbox"/> Mentor Teacher Duties	<input type="checkbox"/> \$3000	<input type="checkbox"/> \$3000
<input type="checkbox"/> At Expectations	<input type="checkbox"/> \$1500	<input type="checkbox"/> \$1500
<input type="checkbox"/> Significantly Above Expectations	<input type="checkbox"/> \$2500	<input type="checkbox"/> \$2500
<input type="checkbox"/> Student Achievement Metrics	<input type="checkbox"/> \$2500	<input type="checkbox"/> \$2500
<input type="checkbox"/> M.Ed. In content & teaching DC courses*	<input type="checkbox"/> \$5000	<input type="checkbox"/> \$5000
<input type="checkbox"/> Bilingual Assignment*	<input type="checkbox"/> \$1500	<input type="checkbox"/> \$1500
<input type="checkbox"/> TOTAL (potential)	<input type="checkbox"/> \$17,000	<input type="checkbox"/> \$17,000

\*Reflect stipends that are currently paid by the RISD for those teaching assignments.

**RATIONALE**

As the tables illustrate the differentiated compensation structure would put RISD ahead of districts in our county and extremely competitive with larger districts in our area. The graphic would also be of great interest as we begin our recruitment strategy and discuss growth and career options with existing staff. RISD is not only investing in human capital but we are committed to ensuring that every student is in front of the best teacher possible.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The recruitment, selection and identification of candidates will be a structure that needs fine tuning in order to ensure that we are attracting the best possible teacher for our schools. RISD process for recruitment will consist of 4 steps: recruitment, applicant screening, interview and selection. Although "selection" marks the end of the hiring process, we anticipate that the New Teacher Academy will be part of "final" step as novice teachers receive intensive training on what will be expected of them during the school year. By removing the teacher interview process from the campus we hope to establish a centralized system, and consequently establish district coherence around what it means to be the "best" teacher candidate at RISD. Campus teams would be part of the interview and selection, but new teachers would not be assigned a campus until they have been selected by the district. Teacher norming across the organization is the first step in ensuring that everyone understands expectations around teacher practice and student achievement.

**RECRUITMENT**

Recruitment will include an intensive marketing campaign that will focus on content rather than just attracting teaching candidates. The focus will be three major universities in our area: UT-Pan American, UT- Brownsville, and Texas A&M Kingsville, along with a second cluster of priority schools including UT-San Antonio, Texas A&M International in Laredo and Corpus Christi. Out marketing materials will highlight the "type" of teacher that we want to draw: hope to make an impact in a small community; STEM focus; and bilingual/ESL educators. With the emphasis on the New Teacher Academy, differentiated pay and career pathway options we hope that the pool is large and differentiated enough to move to the next phase, screening.

**SCREENING**

First we would be able to conduct a paper "cut" by looking at writing samples, transcripts and resumes. The ideal candidate will have demonstrated a series of rigorous courses with a B or higher in their graduate or undergraduate work. The writing sample will need to reflect mastery of goals and evidence of perseverance to meet said goals, as well as ability to meet writing rubric criteria. Finally, reference checks would be conducted for top candidates. The questions for referenced would be related to perseverance, goal setting and ability to work with others. Responses would also be checked against an established rubric.

**INTERVIEW**

This step would be the most rigorous and have three parts: Q&A by panel, viewing of a classroom lesson with a coaching debrief, and a case study activity to determine decision making ability. The Q&A part of the interview will consist of a panel made up of a teacher, and administrator and a central office designee. In the first part the candidate would answer a series of general questions and the responses would be scripted and evaluated on a 3 point system (Above average, average or below average).

The candidate will view a 15 minute lesson and use an observation form to capture student and teacher actions. The observation would be followed by a coaching conversation about what was observed and what could happen to make the lesson more effective to achieve master in the content. The candidate would role play the teacher and the three member panel would have a facilitator and the other two would observe the process to record their observations on a rubric (also 3 points). In the last part of the interview the candidate will have 6 school and class based scenarios to sort by priority and to provide a quick response in writing to how they would respond. The written responses would be evaluated on writing quality and originality.

**SELECTION**

All the data will be collected, sorted and ranked to determine the best candidates to the positions that are available. We hope that a rubric approach will allow for the best candidates to surface while also indicating to us potential areas of strengths and weaknesses for all candidates. As part of the selection process the Human Asset Division could create a menu of candidates to present to administrator and as a district determine who are the best fits based on our needs and the candidates strengths. The candidates that are selected would then be called back to do 1:1 with campus administrators for a "final fit" conversation and next steps about enrollment and induction to RISD.

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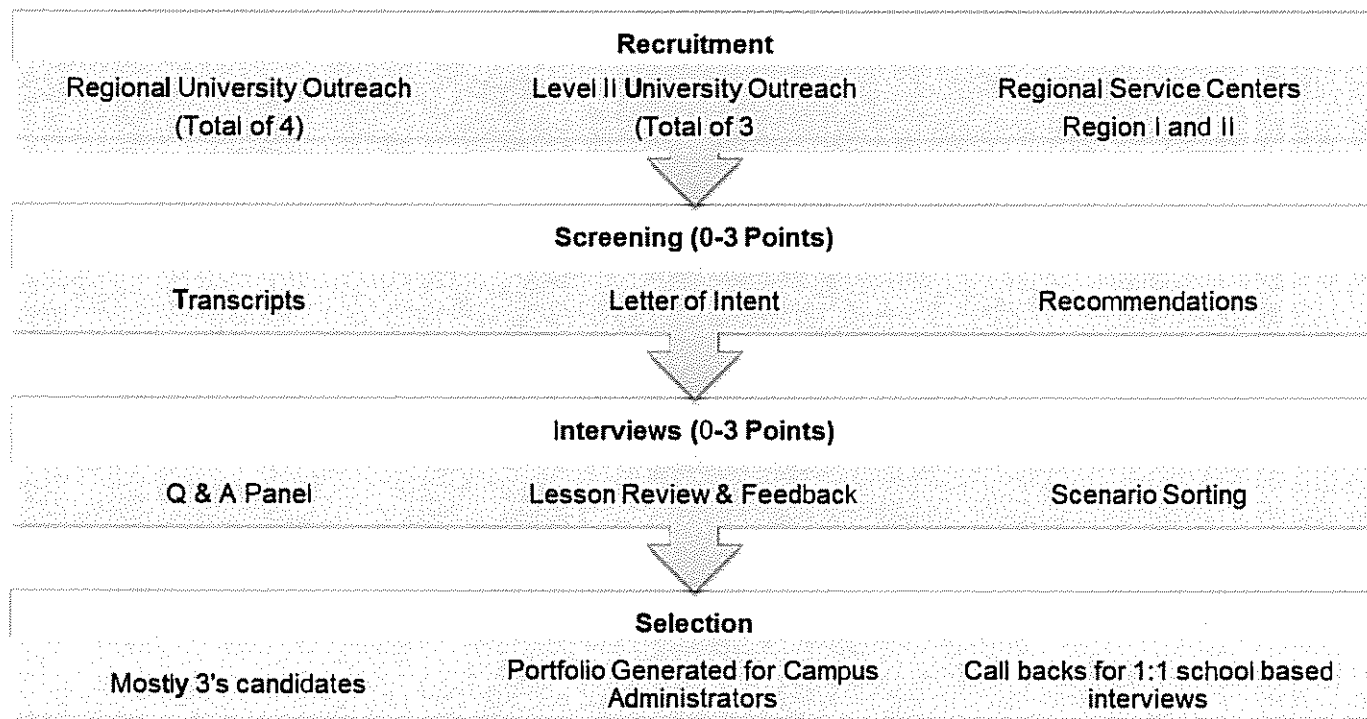
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Our target goal would be to identify 75 candidates for this process. The screening process would decrease the number from 10-20%, leaving us with 50 candidates. Once the process is completed we hope to have identified 30-35 teachers for our classrooms that would have met the established criteria. We recognized that the process we hope to adopt is lengthy and requires coordination and commitment across various parts of our organization. Our goal would be to start the process early on in May and establish a 6 week window to complete the entire cycle. Traditionally most teacher hiring takes place in mid-June or early July. By starting the process earlier we hope to have a better pool of candidates sooner.

The graph that follows illustrated the proposal for teacher recruitment, screening, interview and selection.



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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A comprehensive career pathway options would be one of the main strategies by which RISD can ensure retaining among our most experienced teachers. RISD believes that investing in teacher leadership initiatives is not only important for teacher moral, but also to promote self-efficacy and the ownership of student culture and student achievement. Consequently the tier approach to working with teachers in the district will reflect the various learning stages our teachers find themselves at in their career.

**TIER I – NOVICE TEACHER**

Teachers with 0-3 years of experience will be considered NOVICE and will consequently be required to participate in a New Teacher Academy, receive additional training throughout the year, have a campus based mentor assigned and an Instructional Coach that will conduct weekly observations and debrief. The goal for all the levels of support is to ensure that Novice Teacher feel prepare to deal with the challenges of the classroom, the pressures of learning a new role and the complexities of dealing with families. After completing the 3 year level, these teachers will be available to become part of the Mentor Teacher pool and qualify for the other two pathways for career development.

**TIER II – MASTER TEACHERS OF TEACHERS (MTT)**

In our work with teachers we have identified that there is a great group of educators who will tell you, "just leave me alone and let me teach." It is unfortunate that in our field we only think of career pathways to become campus administrators, librarian and counselors. We want to give life- long teachers the option to become master teachers and do what they do best by developing expertise in their content area and a deeper pedagogical foundation to use with their students. The MTT would be able to mentor new teachers or have their classrooms used as "demonstration" classrooms where others could come in to observe best practices. They would also be able to provide intensive PD for peers in the areas of highly proficiency. The school based PD would take place during team planning times or faculty meetings. The MTT would be able to pursue a M.Ed. in their content (18 graduate hours) with a second concentration of their choosing. The M.Ed. program is being specifically developed by the College of Education at Texas A&M University to meet the needs of teachers whose focused is to be life long teachers in a classroom setting.

**TIER III – MASTER TEACHER LEADERS (MTL)**

The second group of Master Teachers would also be able to pursue a M.Ed. in their content but with a concentration in Principles of Adult Learning. The concentration on adult learners would allow MTL to develop the skills to mentor, coach and lead adult learners in their development as instructional leaders. RISD envisions this group of Master Teachers as the future candidates for grade level leaders, department chairs and deans of instruction.

**RATIONALE FOR APPROACH**

RISD feels that by adopting the tier approach to career pathways we will ensure that we need district goals in two areas: 1) increasing student achievement by having a pool of teachers with deep understanding of their content and teaching strategies; and 2) build on the dual credit program by supporting teachers in developing their content knowledge to the M.Ed. level. RISD will work closely with TAMUK to ensure that the M.Ed. program that is developed also has a strong technology integration that can be modeled in the classroom with students. This approach will align to a third goal of integrating technology and building on STEM programs for all of our students.

The graph that follows represents our tier approach to career pathways for RISD teachers.

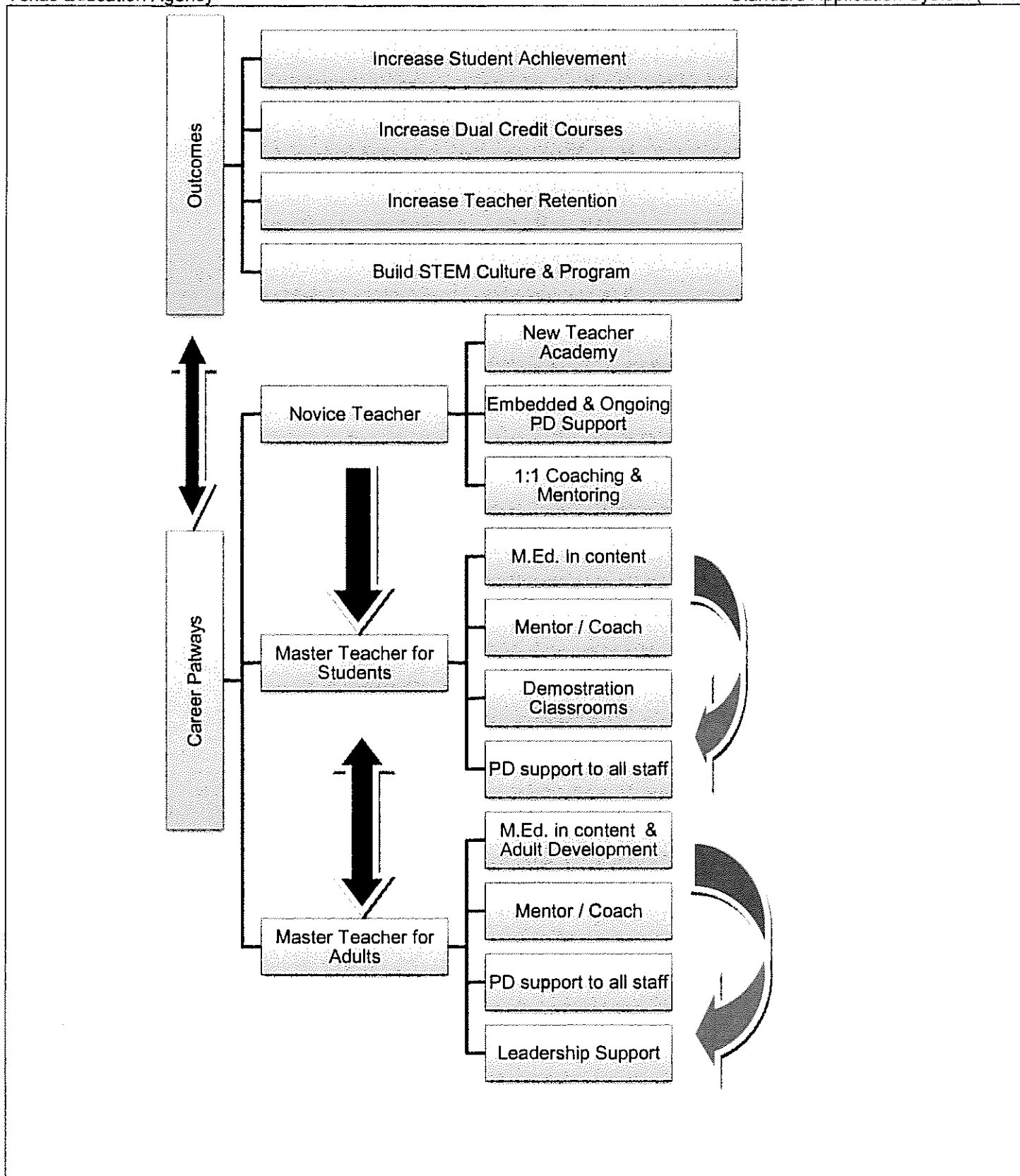
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD will have to hire new teachers at the start of the 2014-15 school year and currently we are looking at the budget to figure out how to do differentiated pay to retain the teachers that we have and attract the teachers that we need. Without the EEIP grant funds we will not be able to design a sound strategy to effectively recruit, screen and select the candidates that would be match our needs. We need a group of individuals dedicated to this process but also committed to ensuring the are Novice Teacher receive adequate training at the start of the year and support over the course of the year, when it's most needed.

Partnerships, like Teach for America, RISD has learned that if we dedicate time, on the front end, to teacher recruitment and selection we will be better posed to grow and develop the type of teacher that will increase student achievement. Teach for America has an instructional coaching component that allows for 1 coach to mentor 11 teachers. This model is one that we hope to replicate with the addition of instructional coaches but funding is needed to make the instructional coaching model a reality.

Furthermore, as we integrate technology to our schools we recognize to "build it" and expect that teachers will just come to learn the way to best use technology applications. The Technology Facilitator along with the intern program that we hope to establish with Texas A&M university, will be able to facilitate the process of learning, implementing and monitoring progress for our teachers. The support is required to change what is currently happening in our schools. We have equipment sitting around because teachers, too frustrated to learn or figure new technology out, are simply just giving up and moving on with what they know.

Lastly, we recognize that the current way of evaluating teachers is not rigorous enough or effectively connected to student outcomes. We hope to not only adopt a platform that will make that connection not only for our teachers but also for all of our administrators. The EEIP will allow us to try some innovative ways to do a differentiated compensation with teacher performance and gather both qualitative and quantitative data on what is most effective. The findings will allow our organization to project how to differentiate teacher pay scales and where to cut or add to meet the goals around teacher quality and effectiveness. Without the EEIP grant funds it would not be possible at this time to expand on this strategy.

As previously stated we are committed to a vision of ALL STUDENT TO AND THROUGH COLLEGE and to the immense work that comes with making such a vision a reality. The EEIP funds would also allow us to accelerate some of our activities in a dramatic way and to collect data sooner to compel our decision makers to understand how investment in Human Capital is in itself the best strategy. Everyone needs to come to a common understanding that the only way we can improve is by ensuring the right people are at the table and ready to work and that would be the focus over the course of this program implementation.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**PRE PLANNING PHASE – from April to May 2014**

- Once NOGA is received begin selection process for Director, Instructional coaches and technology facilitator positions.
- Notify Texas A&M partners to initiate master program planning for year one cohort group
- Designate committee to carry out pre-planning stage and transition duties to Director and their team

**PLANNING PHASE – May to July 2014**

- Create recruitment materials and begin novice teacher search
- Develop and initiative marketing strategy to notify community and recruit first cohort of Master Teachers
- Identify consultants for leadership training of Master Teachers
- Develop materials and content for Novice Teacher Academy
- Meet with campus leaders to project for teacher openings
- Identify teachers from existing group that could qualify under the Novice Teacher initiative (>3 years of classroom experience)
- Start with selection process with the goal of having all Novice Teachers to RISD identified at the end of July

**EXECUTION PHASE – Part I, August 2014 to December 2014**

- Teacher Evaluation Metrics finalized and prepared for disseminations
- Prepare and finalized teacher evaluation tools and documents
- 100% Training for all campus administrators on evaluation tools (1 week in August)
- New Teacher Academy (2<sup>nd</sup> week in August)
- Teacher Evaluations introduced during teacher in-service (3 week in August)
- Prepare and establish coaching assignments and calendars for Instructional Coaches and Technology Facilitator
- Prepare and deliver leadership retreat for Master Teacher at Texas A&M University
- Master Teachers begin semester one with cohort
- Prepare content and delivery of monthly step-backs for Novice Teachers
- Instructional coaching begins first week of school
- Content and team meetings begin at campuses (weekly)
- Parent and Student surveys are distributed (September)
- Campus leaders complete first round of summative conversations with all staff (November – December)

**EXECUTION PHASE – Part II, January 2015 to May 2015**

- Second semester for Master Teachers Year 1 cohort
- Plan and conduct Master Teacher Leadership retreat
- Continue with monthly Novice Teacher step-backs for PD and reflection
- Continue with weekly instructional coaching and weekly planning meetings around adopted metrics
- Human Assets Division attends leadership and coaching summit
- Director meets with all campus leaders to gauge and monitor progress
- Directors meets with teacher focus groups to check for progress
- 2<sup>nd</sup> round of parent and student surveys are distributed and analyzed
- Campus leaders begin final summative conferences
- Teachers receive performance incentive pay based on performance
- Reflection and end-of- year evaluation are compiled and analyzed
- Recruitment plan and strategy is developed for next cohort of teachers to RISD (March 2015)

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 245-903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The idea to participate in this grant emerged from discussion in RISD about the need to have a better strategy to recruit and retain our top performers. One of the main needs in our district is how to provide more effective support for our Novice Teachers while giving our Master Teachers options to career pathways that will not necessarily take them out of the classroom. All administrators and teachers surveyed agreed that a strategy needed to be in place to address these needs.

Every year RISD is faced with the challenge of onboarding 25-30 teachers, many of them with no prior teaching experience. The process for supporting novice teachers is not strategic, purposeful or effectively sustained throughout the school year. In round table conversations novice teacher expressed the need for opportunities to observe Master teachers and 1:1 feedback in real-time to improve on their practice. Novice teachers all agreed that having a dedicated person to bounce off ideas, observe their teaching and have progress talks about "how it gets better" would be helpful and improve both their practice and perspectives as teachers.

When talking to experienced teachers we uncovered that the decision to change districts is mostly guided by the reality that more money can be earned in larger educational settings. Teachers also have the perception that opportunities for growth and leadership development are more readily available. Finally, commute time and car expenses also play a critical role in the decision process. Although our focus with EEIP is educator quality we hope that by establishing a strong teacher base we start building the bench for our next generation of school leaders.

Along the same lines we have heard time and time again from community members and families about RISD inability to retain top talent and develop the type of teacher force that will support the transformation of the district for the needs of the next century. Community members not only want effective teachers but also desire educators that will be tech savvy and able to integrate technology with the day-to-day learning. Everyone agrees on the need, on the steps that must be taken to make change happen and the focus that must be placed on finding top talent to meet the goal of ALL STUDENT TO AND THROUGH COLLEGE.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will be district wide. We are posed to have all of our five schools benefit from the experience of joint training on instructional coaching, supervising and mentoring teachers, and creating a system to include all teachers to participate at some level on the different aspects of the teacher career pathways. The strategies that we develop to recruit and retain teachers will be implemented at all schools. All of our administrators will also benefit from the extensive training on the adopted teacher evaluation tool and we will be able to implement and monitor a common timeline for all of our five schools. Furthermore, in our community it is important that all stakeholders feel that they are part of the transformation process around teacher effectiveness to have the type of results that we aspire for student achievement.

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